DOCUMENT RESUME

ED 433 420 CE 079 092

TITLE	Australian Vocational Education & Training 1997: Commuter Distances. An Overview.
INSTITUTION	National Centre for Vocational Education Research, Leabrook (Australia).
SPONS AGENCY	Australian National Training Authority, Melbourne.
ISBN	ISBN-0-87397-543-X
PUB DATE	1999-00-00
NOTE	29p.
AVAILABLE FROM	National Centre for Vocational Education Research (NCVER), 252 Kensington Road, Leabrook, South Australia 5068, Australia; e-mail: ncver@ncver.edu.au; Web site: http://www.ncver.edu.au/
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Commuter Colleges; *Commuting Students; *Correspondence Study; *Distance Education; Foreign Countries; *Job Training; Postsecondary Education; *Student Characteristics; Student Transportation; Tables (Data); *Vocational Education
IDENTIFIERS	*Australia

ABSTRACT

This report discusses vocational education and training (VET) and distance for Australian VET students. The following are some of the findings for commuting students, as reported in a detailed national data collection on where Australian VET students live and where they take their training: (1) the median distance between a student's place of residence and place of training is estimated at 11.6 kilometers, although distances vary widely; (2) a majority (68 percent) of students undertook their training within 20 kilometers from their residence, although 9 percent of the students lived more than 100 kilometers from their training and 2 percent lived more than 500 kilometers distant; (3) students who traveled longer distances usually took fewer hours of course work; (4) males traveled further than females, but age does not seem to be related to commuter behavior; and (5) commuter distance patterns vary according to the field of study. Findings on correspondence students are as follows: (1) about 6 percent of students learned by correspondence, with about a quarter of them also taking noncorrespondence courses; (2) students from the rural and remote areas of Australia, in particular, took advantage of correspondence study; and (3) correspondence students were more likely to be female, have some form of prior education, and be older than noncorrespondence students. In addition, about 7 percent of Australian postsecondary graduates left home in order to live where the course of their choice was offered. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 433 420

NCVER

AN OVERVIEW

Australian Vocational Education & Training 1997: Commuter Distances

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

BEST COPY AVAILABLE

AUSTRALIAN NATIONAL TRAINING AUTHORITY

CE 077 092

NCVER

AN OVERVIEW

Australian Vocational Education & Training 1997: Commuter Distances

Published by
National Centre for Vocational
Education Research Ltd.
A.C.N. 007 967 311
for the
Australian National Training Authority

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

© NCVER 1999

ISBN 0 87397 543 X

TD/TNC 58.47

Published by the National Centre
for Vocational Education Research
252 Kensington Rd, Leabrook
SA 5068, AUSTRALIA.
www.ncver.edu.au

This work has been produced with the assistance of funding provided by the Australian National Training Authority (ANTA) and is published by the National Centre for Vocational Education Research (NCVER) Ltd, A.C.N 007 967 311 under licence from ANTA. Apart from any use permitted under the Copyright Act 1968, no part of this publication may be reproduced by any process without the written approval of the NCVER Ltd. Requests should be made in writing to NCVER Ltd.

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian National Training Authority.

FOREWORD

I am pleased to present *Australian Vocational Education and Training 1997: Commuter distances–An overview*, which for the first time provides detailed national information about the distance between where VET students live and where they undertake their training.

Each year the NCVER, acting on behalf of the Australian National Training Authority, collects a range of information about vocational education and training in Australia. For this latest publication NCVER has developed a specific methodology designed to estimate the distance between a student's place of residence and place of training, and has applied this to the national collection of data from VET providers for 1997. As a result, a 'commuter distance' estimate is available for about 95% of the 1997 VET students.

In 1997, 1.46 million Australians undertook vocational education and training programs, with a further 400 000 undertaking personal enrichment programs. Combined, this represents 12.3% of the population aged 15 or more, with 14.6% of the working age (i.e. 15 to 64 years old) population undertaking some kind of vocational or personal enrichment program. From this it is apparent that, considered overall, a large area and a sparse population do not significantly impede the provision or take-up of education and training programs in contemporary Australia.

The 'tyranny of distance' has been a major factor in Australia's development. It is clear, on the one hand, that high levels of urbanisation have offset many of the adverse affects of distance and sparse population. On the other hand, the information presented in these pages shows clearly that this is only part of the story, with small but significant numbers of students leaving home or travelling great distances to undertake their VET course, or electing to study by correspondence.

The publication has been prepared by Dr Axel Bender of the NCVER Statistical Services division, who also developed a methodology for using postcodes to estimate the distance between places of residence and places of training.

I am particularly pleased that NCVER has again been able to use the rich set of information available from the national data collections in this new and revealing way.

Chris Robinson

Managing Director

NCVER Ltd

Related publications

Australian Vocational Education and Training 1997: Rural and remote students

Australian Vocational Education and Training Statistics 1997: In detail

Australian Vocational Education and Training TAFE Graduate Destination Survey 1998: National Report

CONTENTS

Foreword 3

Introduction and key findings 7

- Key findings 7
- Background 8
- Distances within cities 8
- International aspects 8
- Patterns of participation in vocational education and training 9
- Economic implications 9
- The Australian response to distance and isolation 9

Students travelling to learn 10

- Commuting in the 1997 Australian VET sector 10
- Males go further than females 11
- Isolation and the need to commute long distances 12
- Age and commuter behaviour: Uncorrelated? 14
- Commuting in the States/Territories 14
- Living and commuting patterns of indigenous students 16
- Disability can impair mobility 16
- Commuter distance patterns by stream and field of study 17

Studying at home: Correspondence students in VET 19

- Correspondence students: Their profiles 19
- Courses undertaken by correspondence 22
- Modules undertaken by correspondence 24

Appendices 26

- Commuting day in and day out: Hours spent on Australia's roads, railways and in the air 26
- Calculating commuter distances: A technical note 27
- Scope 28
- Technical and explanatory notes 28

INTRODUCTION AND KEY FINDINGS

The 'tyranny of distance' has been identified as a major factor in Australia's development and an important influence on the patterns of activity of Australians, both indigenous and non-indigenous.

This publication is about the provision and take-up of vocational education and training on the one hand, and distance, on the other. At first this may seem like an artificial yoking together of two unrelated topics. However, as the information presented in these pages shows, the provision and take-up of vocational education and training in contemporary Australia is influenced by distance, and the related factor, low population density.

Key findings

Students who commute

- The median distance between a student's place of residence and place of training is estimated at 11.6 kilometres, but the distances travelled span a very wide range.
- A majority of students (67.7%) undertook their training with a training provider located less than 20 kilometres from their place of residence.
- An estimated 9.4% of the students lived more than 100 kilometres from their place of training, with 2.3% living more than 500 kilometres distant.
- Students who travelled longer distances to undertake their training tended to enrol in fewer hours in the year.
- In each of the four major geographic locations – capital city, other metropolitan, rural and remote – about 20% of the vocational education and training students lived within five kilometres of their training provider.
- As expected, the need to travel long distances to undertake training was greater for students in rural and remote areas of Australia.
- Males travelled further for their training provision than females. The median commuter distance travelled by male students (13.4 kilometres) is approximately one-third greater than the median distance commuted by females (10.1 kilometres).
- Overall, age and commuter behaviour do not seem to be correlated.
- It is found that commuter distance patterns vary according to the stream and field of study of the course (or courses) undertaken. In particular, students undertaking pre-vocational, preparatory and VET multi-field education courses, who are more likely to be young people, lived closer to their training provider than students undertaking other courses.

Students who learn by correspondence

- In 1997, 85 800 or 5.9% of the 1.46 million VET students learned by correspondence. 22 700 or 26.4% of these correspondence students were also enrolled in subjects delivered in a non-correspondence delivery mode.
- In particular students from the rural and remote areas of Australia took advantage of the possibility to study by correspondence.
- Correspondence students were more likely to be female (53.3%) and have some form of prior education (52.5%).
- On average, correspondence students were older than non-correspondence students.

1997 TAFE graduates

- 7.2% of the respondents to the 1998 survey of 1997 TAFE graduates reported they had left home to undertake the course which they completed in 1997. These students had elected not to commute or study by correspondence.
- Of these graduates, more than two-thirds stated that the reason for moving to do the course was either that the local TAFE institute did not offer the course (46.4%), that they were unable to get a place at the local TAFE institute (18.2%), or that the course was not available through distance learning (2.6%).
- Apprentices and trainees were almost twice as likely to leave home to undertake their course than other TAFE graduates.

7

Background

Australia's population is not great, considering its large land area. The residential population of 18.5 million in 1997 was about 6.9% of that of the United States, whose land area (excluding Alaska) is almost equivalent to Australia's. Although rich in resources, it has long been recognised that the available supplies of fresh water place practical limits on the population which the Australian country will support.

Despite this, throughout the period of non-indigenous settlement, Australia has been highly urbanised, with a majority of the population living in the capital cities or major towns. Yet the major centres of population are located far apart, often separated by inhospitable terrain. For example, Sydney, Australia's largest city, is 3 300 kilometres from Perth, the largest city in the west, and 3 200 kilometres from Darwin, the largest in the north. Australia's smallest State, Tasmania, is separated from the mainland by more than 200 kilometres of rough seas, namely Bass Strait.

The two closest mainland State capitals, Adelaide and Melbourne, are almost 750 kilometres and close to a day of driving apart. The road or rail trip between Australia's two largest cities, Sydney and Melbourne, involves a journey of 900 kilometres and about 12 hours of travel. By air, it is much quicker (typically 3-4 hours from city centre to city centre). Yet whichever mode of transport is chosen, such journeys are expensive and time consuming and are not generally undertaken routinely.

Although the great majority of Australians live in the capital cities and major towns, a small but significant number live in rural and remote communities, in mining centres and on farms. The education and training needs of these Australians are no less, and no less important, than those of their town and city counterparts.

Students are not the only group in the Australian vocational education and training system for whom distance is a possible source of concern. A small but significant number of employers are located in rural and remote regions and need to be assured that the training needs of their existing or potential employees can be met.

Distances within cities

Australia's major cities are large in area and generally less densely populated than cities of similar size in other countries. Consequently, distances within Australia's cities affect the services which are available or accessible to the population. In Sydney, for example, the journey from the northern suburb of Hornsby to the southern suburb of Loftus, by whatever means, is long and tedious for the distance involved (about 50 kilometres). It is not at all surprising that the NSW Technical and Further Education Commission has a campus in both centres.

No analysis of commuter distances in vocational education and training in Australia can ignore within-city patterns.

International aspects

Internationally, Australia is relatively isolated with no close neighbours. Historically, this isolation has had numerous effects on Australia's development, some quite profound.

However, in recent years, many providers of education and training services have viewed Australia's international position as a challenge. With an initial stimulus provided by the Colombo Plan, they have successfully marketed Australian education and training services throughout the world, particularly in south-east Asia, and have brought many overseas students to Australia under specific visa arrangements and on a full-fee paying basis (see, for example, Australian VET Statistics 1996: Overseas students at a glance). In 1998 it was estimated that there were approximately 500 000 overseas graduates from Australian education and training institutions working throughout south-east Asia.

More recently, Australian education and training institutions have established campuses in New Zealand, the south Pacific and countries in south-east Asia. An Australian visitor to Singapore, for example, cannot help but notice the high-profile advertising of Australian education and training institutions and even the presence of campuses of some of these institutions. The income from international activities makes a small but significant contribution to the operating revenues of the parent institutions in Australia.

8

Patterns of participation in vocational education and training

Until the early 1990s restrictions were placed on the extent to which the residents of a State or Territory could apply for places in post-secondary education and training courses in other States and Territories. These restrictions have since been lifted. In addition, governments have implemented reforms to promote competition among vocational education and training providers and to foster the development of a training market, irrespective of state boundaries. Changes have occurred as a result of these reforms, but the full extent of their impact is, as yet, unknown.

The majority of people undertaking vocational education and training in Australia do so on a part-time basis, and most are employed or have other responsibilities (*Australian VET Statistics 1997: In detail*, p.24). These patterns of participation place logistical and practical limits on the amount of time students can spend in travel. Consequently, for most people vocational education and training needs to be available within reasonable travelling distance from home or work or be available by correspondence or some other distance learning mode which does not require regular attendance.

A specific concern arises with apprentices and trainees, whose training has traditionally required a combination of on-the-job and off-the-job training. Where numbers permit, State training authorities have arranged for the relevant course to be available locally. However, where this approach is not economic, apprentices and trainees travel to a training provider in another centre, sometimes in another State or Territory, and usually on a 'block release' basis (in contrast to 'day release'), to undertake their off-the-job training. For example, as a consequence of such arrangements apprentice glaziers in the Northern Territory travel to Tasmania to undertake the off-the-job component of their training contract.

Economic implications

Whether borne by individuals or from the public purse, costs can affect the availability and take-up of education and training opportunities.

Both distance and low population density have the potential to raise the costs of vocational education and training, the former through the direct costs which are incurred when teachers or students must travel to a site of learning, the latter because it limits the extent to which economies of scale can be used to control costs and diversify the range of programs and services which are available to students.

Under the 'user choice' arrangements associated with the introduction of New Apprenticeships, an employer and a New Apprentice can choose the provider of the off-the-job component of the training program. However, it has been recognised that it may not be possible for user choice to be implemented fully where there are 'thin' markets, which includes the less populated parts of Australia.

The Australian response to distance and isolation

Historically, Commonwealth agencies and State and Territory education and training authorities have been strongly influenced by the principle of making services readily accessible to everyone, and have sought to address or at least offset the impediments and costs imposed by distance and low population densities. As a result, most communities of any size throughout Australia have at least one technical and further education (TAFE) campus or a government-sponsored community provider of vocational education and training services. In many rural centres, primary and secondary education facilities are also used for this purpose.

In all States and Territories study by correspondence is available as an option for those students who cannot travel on a regular basis to a training provider or who prefer to study from home. The distance and participation patterns for these students are very different from students studying by attendance and as a result they are given a separate section in the present publication.

The information presented shows that the majority of Australian students access vocational education and training services which are located close to their place of residence. However, a small but significant number travel great distances or enter into correspondence or distance learning arrangements to access their vocational education and training programs.

The net effect of the various study patterns is that in 1997 11.6% of Australians aged 15-64 were able to engage in some kind of vocational education and training with providers in receipt of public funds.

9

STUDENTS TRAVELLING TO LEARN

Commuting in the 1997 Australian VET sector

Most of the 1997 students undertaking training with providers in receipt of public funds did so in a local classroom situation at scheduled times, or in a related attendance mode. However, some students studied by correspondence only and are considered in a separate section (see p.19). For 94.5% of the non-correspondence students it is possible to estimate a 'commuter distance', the distance between where students live and where they study (technical details of the estimation procedure are given in the appendix). In the following we report on the commuting behaviour of the 1997 VET students not involved in correspondence education.

- 1.40 million students, or 95.7% of all VET students in 1997, were enrolled in modules delivered in a non-correspondence delivery mode.
- Of those, 1.32 million students or 94.4% have taken up their training with providers situated in one postal area only; 72 600 students (5.2%) were enrolled with training providers situated in two different postal areas and 5 700 (0.4%) with training providers situated in at least three different postal areas.
- 22 700 students or 1.6% of all students were complementing their education and training with VET modules delivered by correspondence.
- Of the 1997 VET students 22.1% live closer than 5 kilometres to their training provider, 44.8% closer than 10 kilometres, 67.7% closer than 20 kilometres, 15.4% further than 50 kilometres away from their training location, 9.4% further than 100 kilometres and 2.3% further than 500 kilometres.
- The median commuter distance in the 1997 VET sector was 11.6 kilometres (figure 1). A small percentage (0.06%) of students apparently travelled more than 3000 kilometres to attend their VET classes.

> *What is 'median distance'?*
>
> Half of the persons under consideration travel less, and half of them more, than the median distance.

- Students in VET programs delivered in non-correspondence mode enrolled in an average of 209 hours of training in the year (figure 2). However, the average for students commuting further than 50 kilometres was 176 annual hours per student, 19% less than the average for students who travel less than 20 kilometres to their training providers (217 annual hours per student).

Figure 1: Cumulative frequency distribution of 1997 non-correspondence VET students by commuter distance

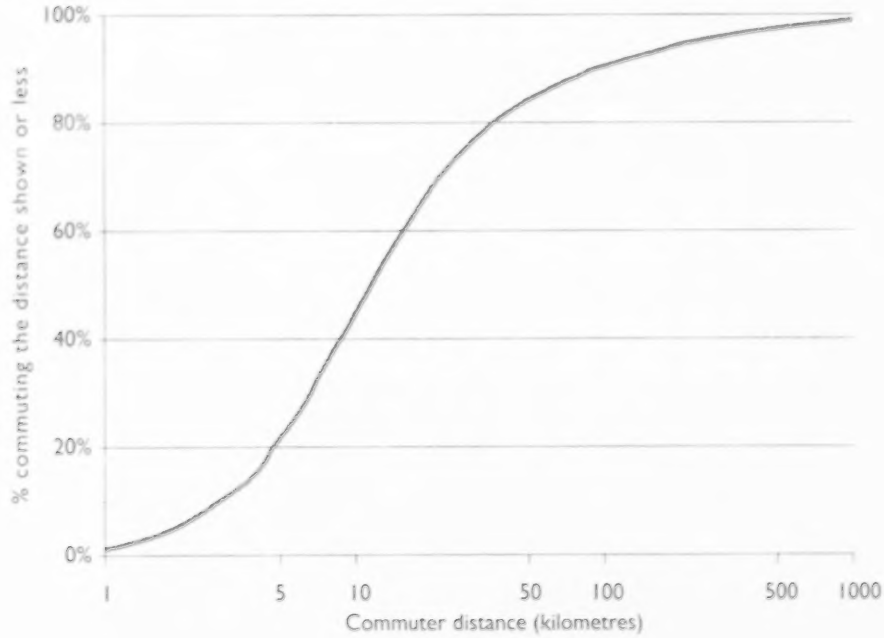
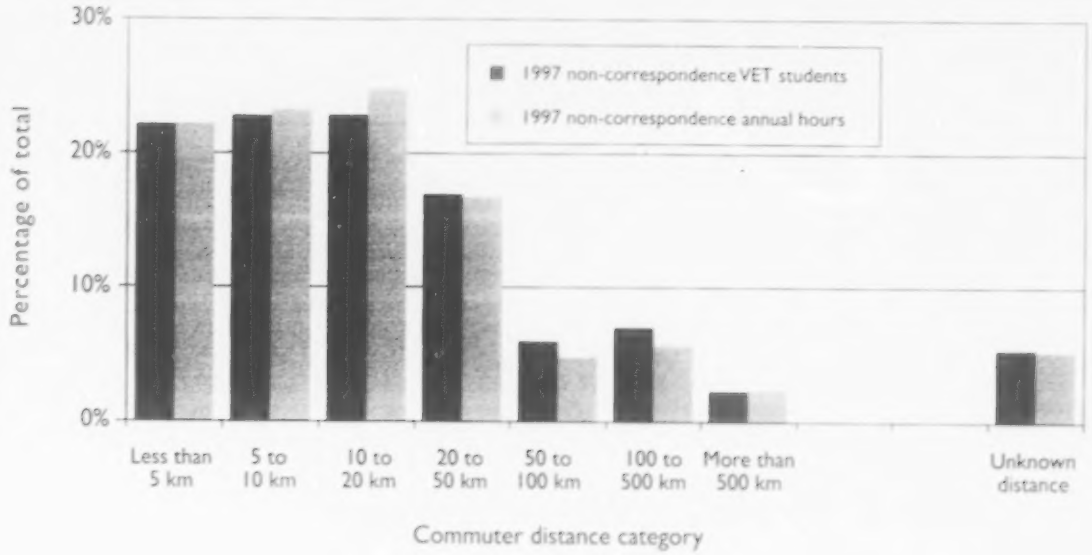


Figure 2: Commuter distance distribution for 1997 non-correspondence VET students and annual hours



Males go further than females

It is found that males, on average, travel longer distances to undertake VET than females (figures 3 and 4). The median distance travelled by male students is 13.4 kilometres, which is 32% more than the median distance of female VET commuters (10.1 kilometres).

Figure 3: Cumulative frequency distribution in VET by gender and commuter distance

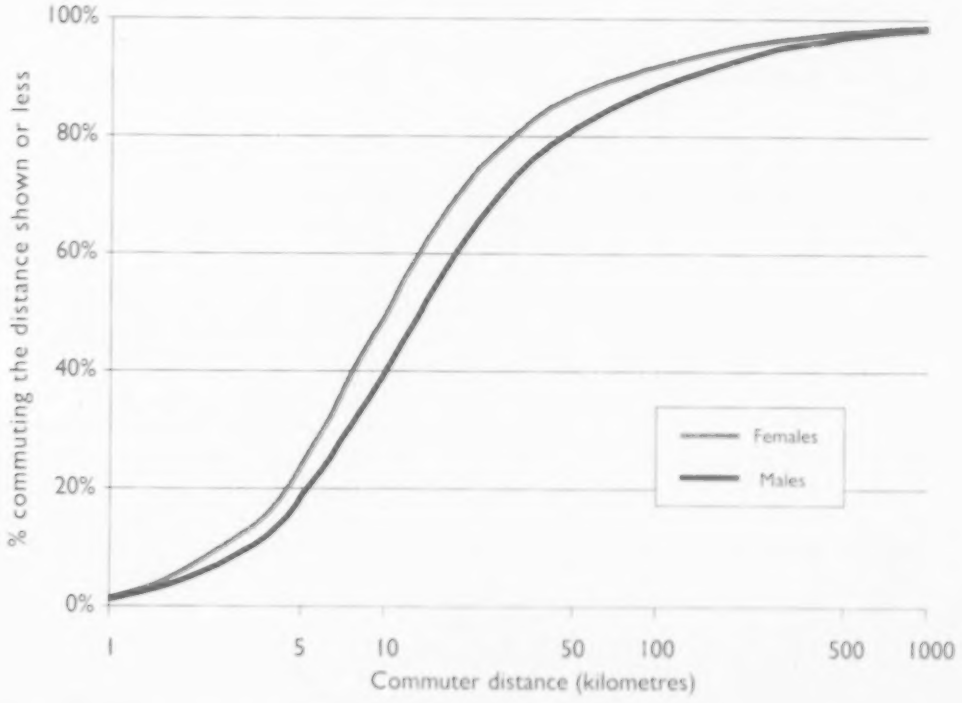
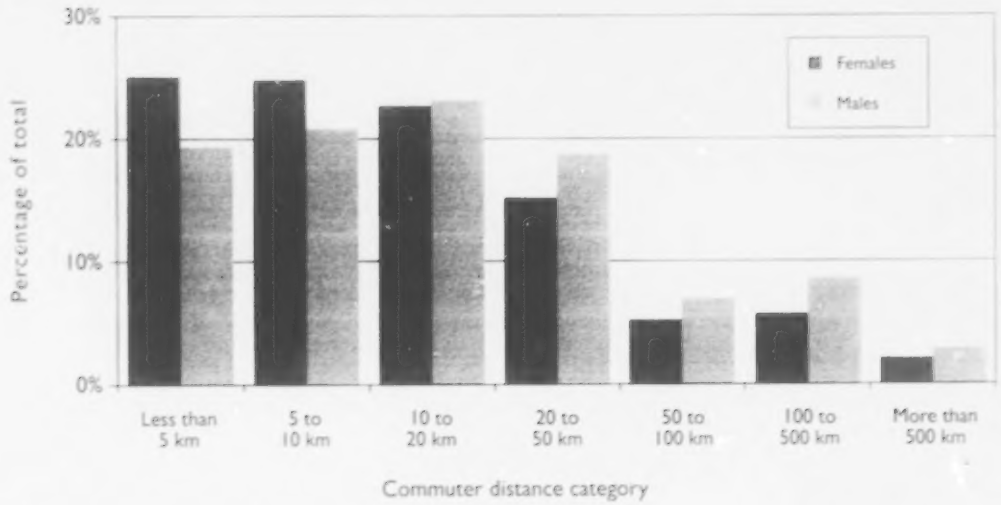


Figure 4: Commuter distance distribution by gender



Isolation and the need to commute long distances

As would be expected, the need to travel long distances to undertake training is greater for students in rural and remote areas of Australia.

- In 1997, students from Australia's remote areas travelled a median distance of 68 kilometres to their training provider, which is more than six times further than the median commuter distance for students from capital cities (10.4 kilometres) and students from other metropolitan areas (10.9 kilometres).
- Rural students commuted a median distance of 22.0 kilometres which is more than twice the median distance for students from capital cities and metropolitan areas (figure 5).
- About 22.1% of all non-correspondence students resided less than 5 kilometres from their training provider. This finding is insensitive to the geographic area in which the students live (table 1 and figure 5).
- Despite the large physical size of most of the Australian capitals, 48.8% of the students who lived in capital cities had less than 10 kilometres of travel to their training providers, with 95.8% travelling less than 50 kilometres. This compares with students from other metropolitan areas of whom 47.9% travelled less than 10 kilometres and 85.5% less than 50 kilometres.
- This finding is in contrast to the commuter behaviour of rural and particularly of remote students. While 37.8% of rural- and 27.6% of remote-location students lived less than 10 kilometres away from their training providers, 33.8% and 54.6%, respectively, had to travel 50 kilometres or more for their training provision (table 1 and figure 6).

Table 1: One-way commuter distances for non-correspondence VET students by geographic region.

	Commuter distance category									
Geographic region	**Less than 5km**	**5 to 10km**	**10 to 20km**	**20 to 50km**	**50 to 100km**	**100 to 500km**	**More than 500km**	**Distance known (%)**	**Distance not known ('000)**	**Students ('000)**
Capital city	22.2%	26.6%	29.5%	17.4%	1.6%	1.4%	1.2%	100.0%	1.7	791.2
Other metropolitan	22.5%	25.4%	23.5%	14.0%	8.2%	2.4%	3.9%	100.0%	1.7	94.8
Rural	21.7%	16.1%	11.1%	17.4%	13.8%	17.6%	2.3%	100.0%	1.2	391.9
Remote	22.2%	5.4%	6.6%	11.2%	9.8%	26.3%	18.5%	100.0%	0.0	43.9
Other									73.8	73.8
Total (%)	22.1%	22.7%	22.9%	17.0%	6.0%	7.1%	2.3%	100.0%		
Total ('000)[1]	**300.1**	**308.4**	**310.9**	**230.3**	**81.1**	**96.3**	**31.4**		**78.4**	**1395.5**

[1] Some students were travelling to various training providers, some of whose distances from the students' home addresses belong to different commuter distance categories. Hence the numbers shown in this row add to more than 1.40 million.

BEST COPY AVAILABLE

Figure 5: Cumulative frequency distribution of VET students by geographic region and commuter distance

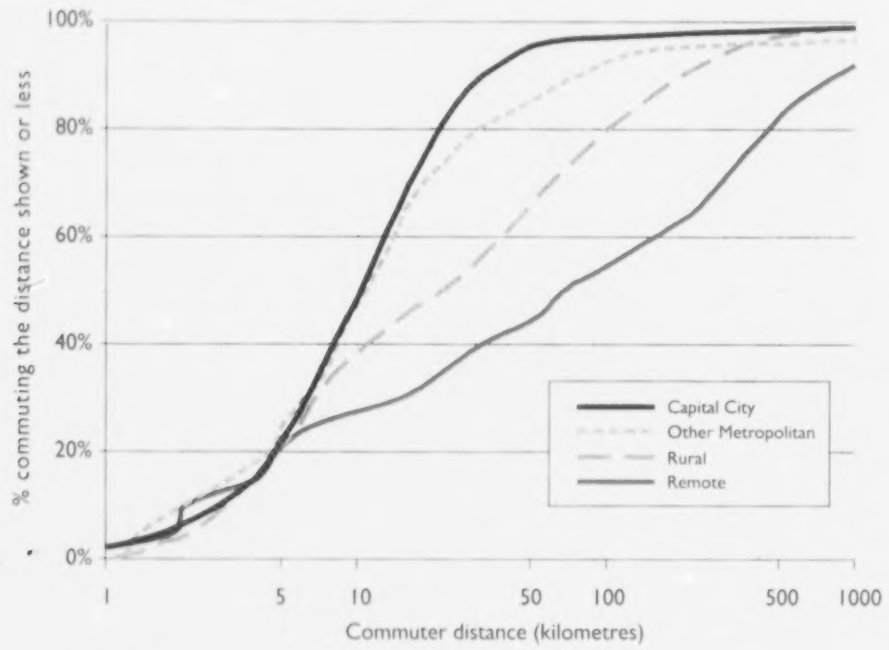
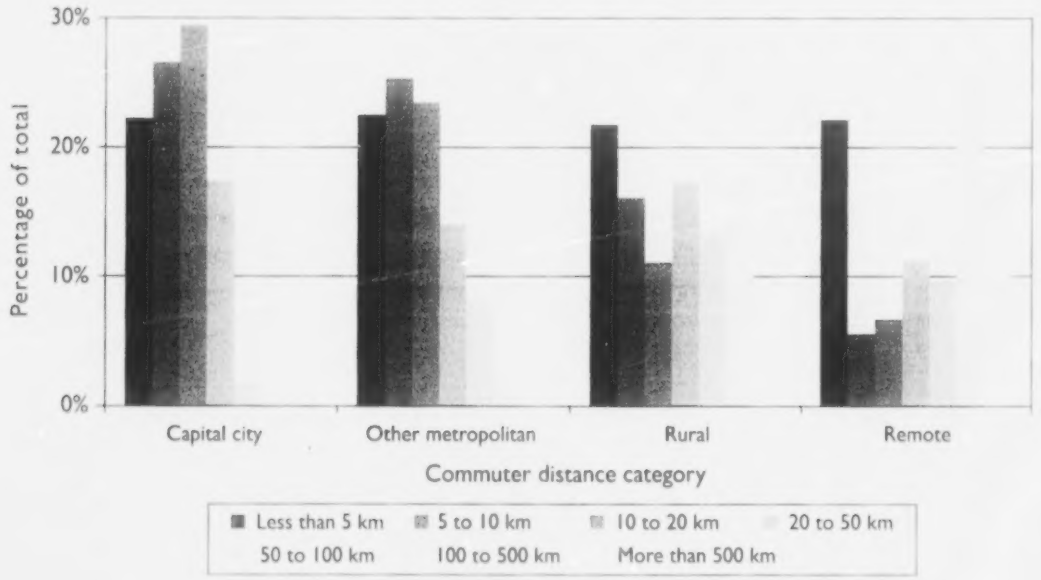


Figure 6: Commuter distance distribution of non-correspondence VET students by geographic region

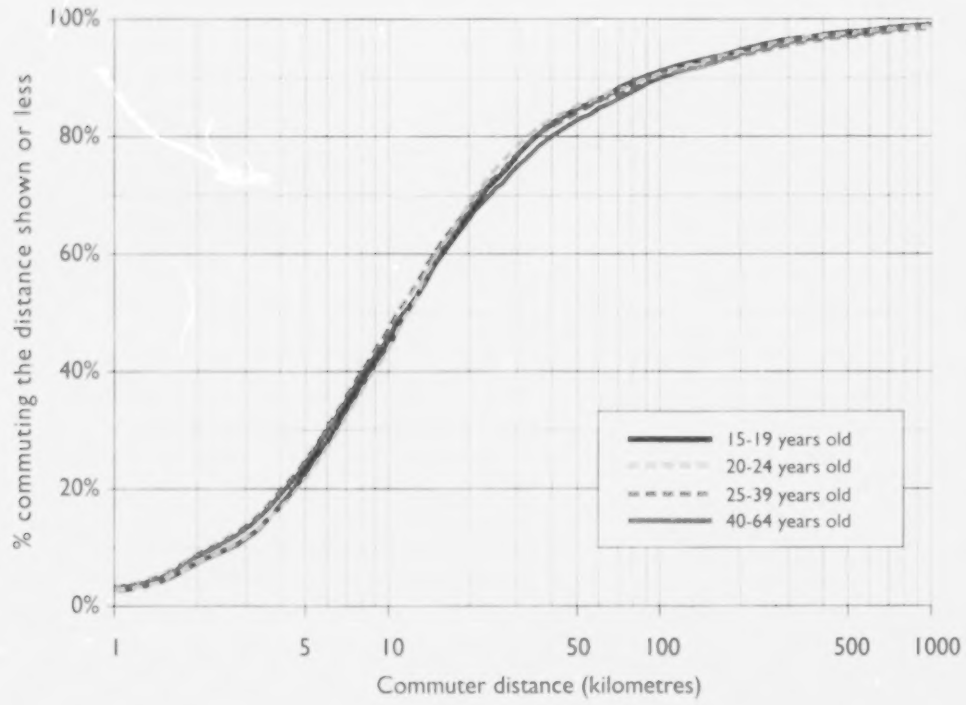


- Male students who lived in Australia's metropolitan areas travelled a median one-way distance of about 11.7 kilometres to their training providers, 28% more than their female counterparts (9.1 kilometres).
- In the rural and remote areas the median one-way commuter distance of 29.4 kilometres for males was almost twice that of females (15.6 kilometres). The median distance for male remote-location students was 88 kilometres, 63% more than the females' median commuter distance of 54 kilometres.

Age and commuter behaviour: Uncorrelated?

Age and commuter behaviour do not seem to be correlated. As shown in figure 7, the proportion of students who travelled less than a specified distance to their training providers is roughly the same across all age groups

Figure 7: Cumulative frequency distribution of age groups by commuter distance



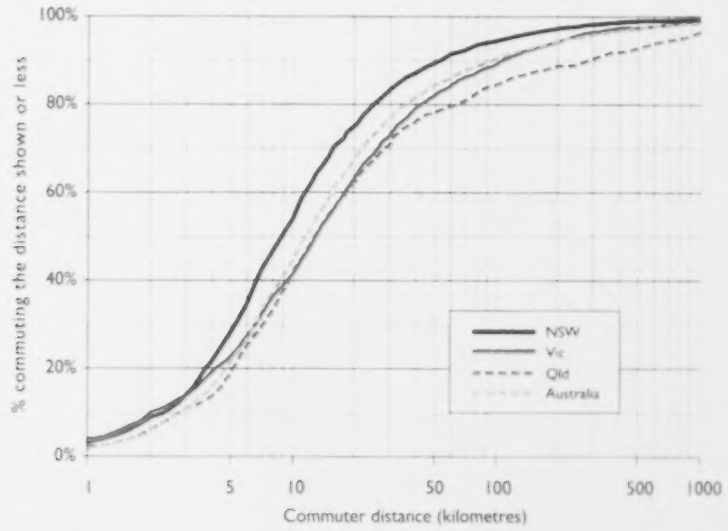
Commuting in the States/Territories

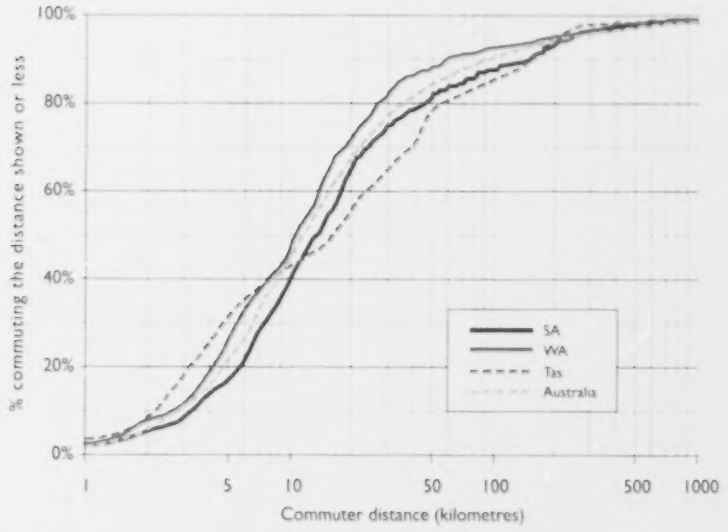
Figure 8 shows that the commuter distance patterns of non-correspondence students vary among the States and Territories:

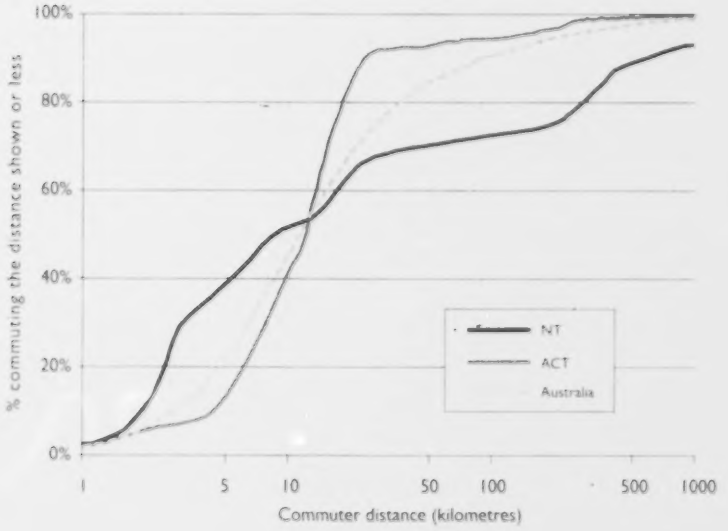
- States and Territories with a high proportion of students from metropolitan areas also show a high percentage of students who commuted less than 20 kilometres to their training providers. In the Australian Capital Territory (with 92% metropolitan non-correspondence students) 83.2 % of the students travelled less than 20 kilometres; the same figure for New South Wales (72% metropolitan) is 75.0%.
- This contrasts with the commuter distance patterns in those States and Territories with a high proportion of rural and remote students. In Tasmania (with 60% of students living in rural and remote areas) 55.0% of the non-correspondence students travelled less than 20 kilometres; for the Northern Territory (51% rural and remote) the same figure is 62.0%; for Queensland, the most decentralised State of Australia, 61.8%.
- The Northern Territory, with the highest percentage of remote students (46%), shows by far the highest percentage of students travelling a one-way distance of more than 100 kilometres (26.7%).[2] On the other hand the median commuter distance for students from the Northern Territory was the lowest of Australia (8.4 kilometres) which most likely reflects the fact that Darwin is Australia's smallest capital city.

[2] *In some rural and remote communities in the Northern Territory, and other States and Territories also, teachers from the training provider travel to the community to provide training, as this is more economic and more acceptable to the students, particularly indigenous students.*

Figure 8: Cumulative frequency distribution of non-correspondence students by State/Territory and commuter distance







Living and commuting patterns of indigenous students

In 1997, 65.7% of the indigenous VET students lived in rural and remote areas of Australia while 27.4% lived in capital cities. In contrast, 30.5% of non-indigenous students resided in rural and remote areas and 60.0% in capital cities. This different population distribution of Aboriginals and Torres Strait Islanders across Australia's geographic regions is also reflected in their commuter patterns.

- The median distance of indigenous students from their training providers was 15.5 kilometres which is about 35% greater than the median distance for non-indigenous students (11.4 kilometres).
- 23.6% of indigenous students lived more than 100 kilometres from their training providers which contrasts to non-indigenous students for whom the same figure is 8.5%. For students living more than 500 kilometres from their training providers the same figures are 9.7% and 2.0%, respectively.
- While 54.6% of the indigenous students took up their training with a provider located closer than 20 kilometres to their home, the corresponding figure for non-indigenous students is considerably larger, namely 68.7%.

It should be noted that many indigenous students attend classroom education and training directed by trainers who travel to the communities. This is particularly true for the Northern Territory where in 1997, 13.7% of indigenous students lived. (In contrast, only 0.8% of the 1997 non-indigenous students lived in the Northern Territory.)

Disability can impair mobility

Somewhat different commuter distance patterns are found for students who reported a permanent or significant disability in 1997. These students appear less likely to live a long distance from their training providers.

- In 1997, disabled students lived closer to their training provider than students without any disability. 49.4% of the students who reported a disability undertook their training with a provider located closer than 10 kilometres to their home, the corresponding figure for students without a reported disability is somewhat less, at 43.9%.
- Of the 1997 VET students who reported a disability, 7.0% were more than 100 kilometres distant from their training providers, which contrasts to students without any disability for whom the same figure is 9.4%. For students living more than 500 kilometres from their training provider the figures are 1.6% and 2.4%, respectively.

Commuter distance patterns by stream and field of study

It is found that commuter distance patterns vary according to the stream and field of study of the course (or courses) undertaken.[1] In particular, students undertaking pre-vocational, preparatory and VET multi-field education courses, who are more likely to be young people, lived closer to their training provider than students undertaking higher-level courses.

For streams of study:

- The commuter distance pattern very much depends on the stream of study and also on whether students were enrolled in courses classified as preparatory or post initial (see table 2). More than half of the courses in the two preparatory streams, and in the professional streams, took place less than 10 kilometres away from the student's home. The figures are 59.1% for courses in the educational preparation stream, 57.5% for courses in the basic education and basic employment skills stream, and 52.0% for the professional stream.
- These streams also show the lowest number of enrolments in courses with providers located more than 100 kilometres away from home: 3.2% of the course enrolments in the professional stream, 4.7% in the basic education and basic employment stream, and 4.9% in the educational preparation stream.
- This finding contrasts with courses subsequent to initial vocational courses. Of the post-initial courses, at a para-professional/technical level 27.6% took place more than 100 kilometres away from home; at a trade level 21.4%; and at a skilled level 18.3%.
- These streams also show a very low percentage of enrolments in courses which were within a 10 kilometres radius of the student's home address: 27.2% at a skilled level, 30.0% at a trade level; and 34.4% at a para-professional/technical level. Complete trade courses show also a relatively small percentage (30.5%) of students who lived closer than 10 kilometres to their training provider.

Similarly, course enrolments in some fields of study appear to demand more commuter effort from students than others (see table 3):

- In VET multi-field education (55.2%); science (53.9%); business, administration and economics (53.1%); and art, humanities and social sciences (52.7%) more than half of the course enrolments took place less than 10 kilometres away from the students' home addresses.
- On the other hand the same figures in the field of land and marine resources and animal husbandry are 22.4% and in the field of veterinary science and animal care 22.7%.
- The percentage of course enrolments of students who commuted a one-way distance of more than 100 kilometres is highest in land and marine resources and animal husbandry (26.0%), education (17.0%), veterinary science and animal care (15.9%) and services, hospitality and transportation (13.9%). The proportion is lowest in the fields of art, humanities and social sciences (4.1%), science (4.5%), and law and legal studies (5.0%).

What is 'stream of study'?	What is 'field of study'?
Stream of study is a classification which describes a course in terms of the type of training provided and the level of the training.	Field of study is a classification which describes a course in terms of its major content or subject matter. Note that a course may include some modules (subjects) which are drawn from other fields of study or areas of learning.

[1] *It should be noted that some students undertake more than one course and in some cases the courses are in different streams or fields of study. These students are counted in each course category.*

Table 2: Course enrolments by stream of study and commuter distance

	Commuter distance (kilometres)							
Stream of study	**Less than 5km** %	**5 to 10km** %	**10 to 20km** %	**20 to 50km** %	**50 to 100km** %	**100 to 500km** %	**More than 500km** %	***Total enrolments ('000)***
Basic education and employment skills	31.5	26.0	20.8	12.8	4.2	3.6	1.2	**326.6**
Educational preparation	29.6	29.5	20.5	12.0	3.4	3.8	1.1	**121.0**
Operatives: Initial	24.2	23.1	20.9	16.5	6.5	6.9	1.9	**326.0**
Recognised trade: Part exempt	21.5	23.2	22.6	18.4	5.5	6.3	2.6	**39.8**
Recognised trade: Complete	12.6	17.8	26.1	22.7	7.9	10.5	2.5	**122.5**
Other skills: Part exempt	21.0	21.5	21.8	17.4	6.3	9.4	2.6	**110.9**
Other skills: Complete	22.0	19.9	20.6	17.7	6.7	9.6	3.5	**224.4**
Trade technician/supervisory	20.3	21.0	24.3	19.2	6.0	6.6	2.6	**137.8**
Para-professional technician	18.7	26.9	30.2	15.8	2.7	2.8	2.8	**31.3**
Para-professional higher technician	19.1	24.7	29.3	17.4	3.8	4.2	1.7	**143.5**
Professional	23.6	28.4	28.7	13.8	2.2	2.0	1.3	**28.9**
Operatives: Post initial	17.5	23.1	23.2	18.1	7.1	8.9	2.2	**46.5**
Trades/Other skills	12.9	14.3	19.9	23.8	10.8	12.7	5.6	**77.3**
Trade technician/supervisory: Post initial	13.4	16.6	22.0	18.0	8.6	16.7	4.7	**7.3**
Para-professional technician: Post initial	16.3	18.1	20.2	11.6	6.2	23.6	4.0	**6.2**
Para-prof. higher technician: Post Initial	18.2	25.3	27.5	16.6	5.2	5.7	1.5	**7.4**
All streams of study	**22.7**	**22.8**	**22.6**	**16.9**	**5.8**	**6.9**	2.3	1757.4

Table 3: Course enrolments by field of study and commuter distance

	Commuter distance (kilometres)							
Field of study	**Less than 5km** %	**5 to 10km** %	**10 to 20km** %	**20 to 50km** %	**50 to 100km** %	**100 to 500km** %	**More than 500km** %	***Total enrolments ('000)***
Land and marine resources, animal husbandry	10.9	11.5	16.9	21.5	13.2	21.2	4.8	**95.6**
Architecture, building	15.6	18.9	25.8	22.9	7.3	7.4	2.1	**89.4**
Art, humanities and social sciences	27.5	25.1	25.0	14.5	3.8	3.1	1.0	**135.1**
Business, administration, economics	27.0	26.1	22.5	13.8	4.3	4.6	1.6	**345.3**
Education	17.8	18.2	19.9	18.8	8.4	12.8	4.3	**42.1**
Engineering, surveying	17.0	19.2	24.5	21.0	7.0	8.7	2.7	**250.3**
Health, community services	18.8	22.4	22.7	18.7	6.3	7.6	3.5	**134.0**
Law, legal studies	14.5	25.3	33.4	18.3	3.5	3.3	1.7	**9.2**
Science	27.0	26.9	22.0	14.7	4.8	3.8	0.6	**131.3**
Veterinary science, animal care	7.8	14.9	25.6	25.8	9.9	12.2	3.7	**2.5**
Services, hospitality, transportation	17.0	18.9	22.9	20.1	7.2	9.8	4.2	**184.3**
VET multi-field education	29.3	25.9	20.7	13.3	4.4	4.9	1.6	**338.4**
All fields of study	22.7	22.8	22.6	16.9	5.8	6.9	2.3	1757.4

STUDYING AT HOME: Correspondence students in VET

Students who are enrolled with a VET provider do not necessarily travel to a local classroom at their training institution or to their workplace for receiving their vocational education and training. Of the 1.46 million VET students in 1997, 85 800 or 5.9% learned by standard correspondence in which communication between tutors and students primarily takes place in printed form via the mail system. These correspondence students accounted for 10.7 million or 3.5% of the 302.2 million annual hours of VET in 1997. Some of the key characteristics of correspondence students, and their modules and courses, are summarised in the following sections.

Correspondence students: Their profiles

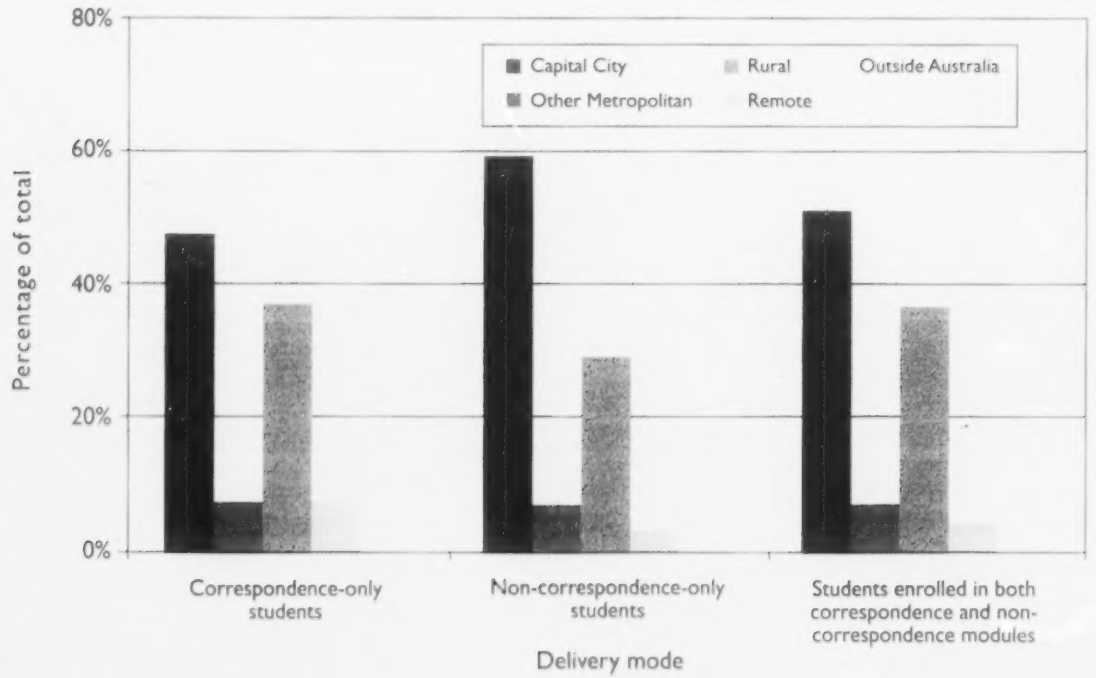
- In 1997, almost three quarters (73.6%) of all correspondence students studied by correspondence only, accounting for 75.8% of all training hours delivered by correspondence. The remainder (26.4%) was also enrolled in modules delivered in a non-correspondence mode.
- Correspondence students comprised 53.3% females and 47.7% males (figure 9). This contrasts with VET students, of whom 48.0% were female and 52.0% male.
- Females accounted for 56.5% of all training hours delivered by correspondence, while in the whole VET sector only 47.4% of all training hours were delivered to females.
- More females tended to combine correspondence and non-correspondence vocational training: 58.9% of the students enrolled in both correspondence and non-correspondence VET modules were female (figure 9).

Figure 9: 1997 VET students by delivery mode and gender

- In particular, students from rural and remote areas took advantage of vocational training delivered by correspondence; 37.0% of correspondence students lived in rural areas, 6.5% in remote areas. This contrasts with the geographic distribution of VET students; 29.6% of whom are located in rural and 3.5% in remote areas of Australia (figure 10).

19

Figure 10: 1997 VET students by delivery strategy and geographic region



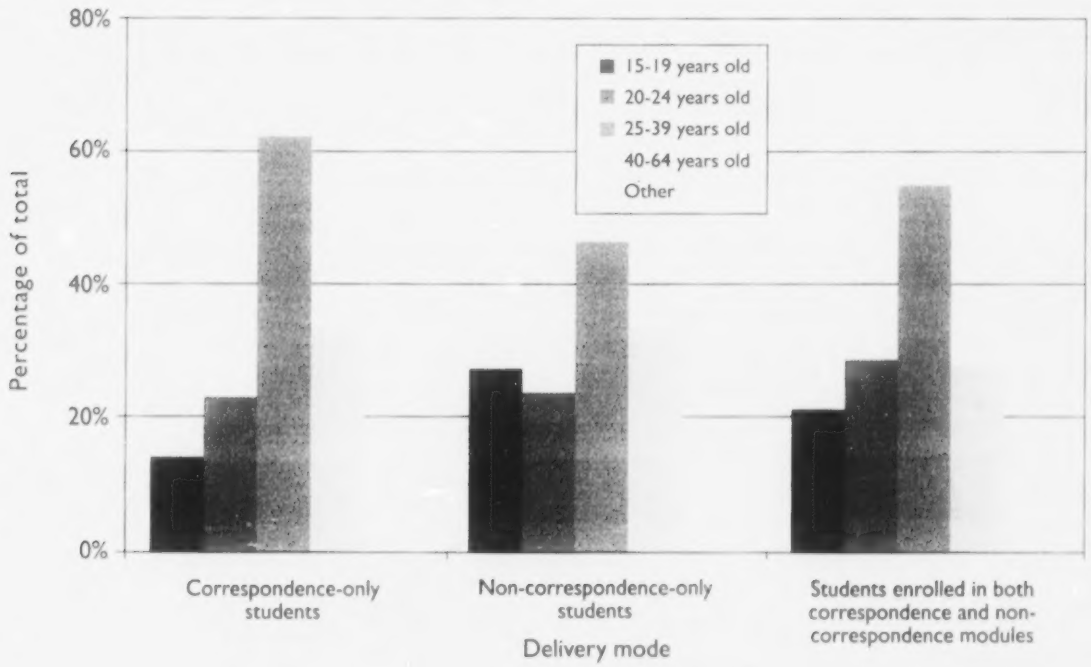
- In the two largest Australian States, Queensland and Western Australia, learning by correspondence was more popular than in other States and Territories: 11.0% of the Queensland students were enrolled in VET modules delivered by correspondence while in Western Australia 8.3% of the VET students studied by correspondence.
- Tasmania, the Australian Capital Territory and Victoria had the lowest participation rates of students studying by correspondence (table 4).
- In South Australia a particularly high percentage of students undertook both correspondence and non-correspondence training (3.2%).

Table 4: VET students by State/Territory and delivery mode

	Correspondence-only students	Non-correspondence only students	Students enrolled in both correspondence and non-correspondence VET modules	VET students	VET students ('000)
NSW	4.3%	94.1%	1.6%	100.0%	**508.5**
Vic	1.9%	97.2%	0.9%	100.0%	**417.4**
Qld	9.2%	89.0%	1.9%	100.0%	**218.2**
SA	3.7%	93.1%	3.2%	100.0%	**141.5**
WA	6.6%	91.7%	1.8%	100.0%	**111.5**
Tas	0.0%	100.0%	0.0%	100.0%	**26.6**
NT	3.1%	95.5%	1.4%	100.0%	**16.2**
ACT	0.0%	100.0%	0.0%	100.0%	**18.7**
Australia (%)	4.3%	94.1%	1.6%	100.0%	
Australia ('000)	63.1	1372.8	22.7		1458.6

- On average, correspondence students were 31.0 years old, 2.7 years, or 9.4%, older than non-correspondence students who averaged 28.3 years. The age distributions of correspondence and attendance students are shown in figure 11.
- Correspondence-only students above the age of 25 were more likely to be male (50.8% male and 49.2% female) while young correspondence students (15-24 year olds) were predominantly female: 15 to 19 year-olds comprised 54.5% females and 45.5% males, 20-24 years olds comprised 58.4% females and 41.6% males. On the other hand, non-correspondence-only students below the age of 40 were predominantly male (54.5% male and 45.5% female) and above-39 year olds more likely to be female (54.2% female and 46.8% male).
- Students who were enrolled in VET modules delivered by correspondence only were more likely to have completed some form of prior education qualification (52.5% with prior education, 47.5% without) while 41.5% of non-correspondence-only students had prior education and 58.5% had none.

Figure 11: 1997 VET students by delivery mode and age group

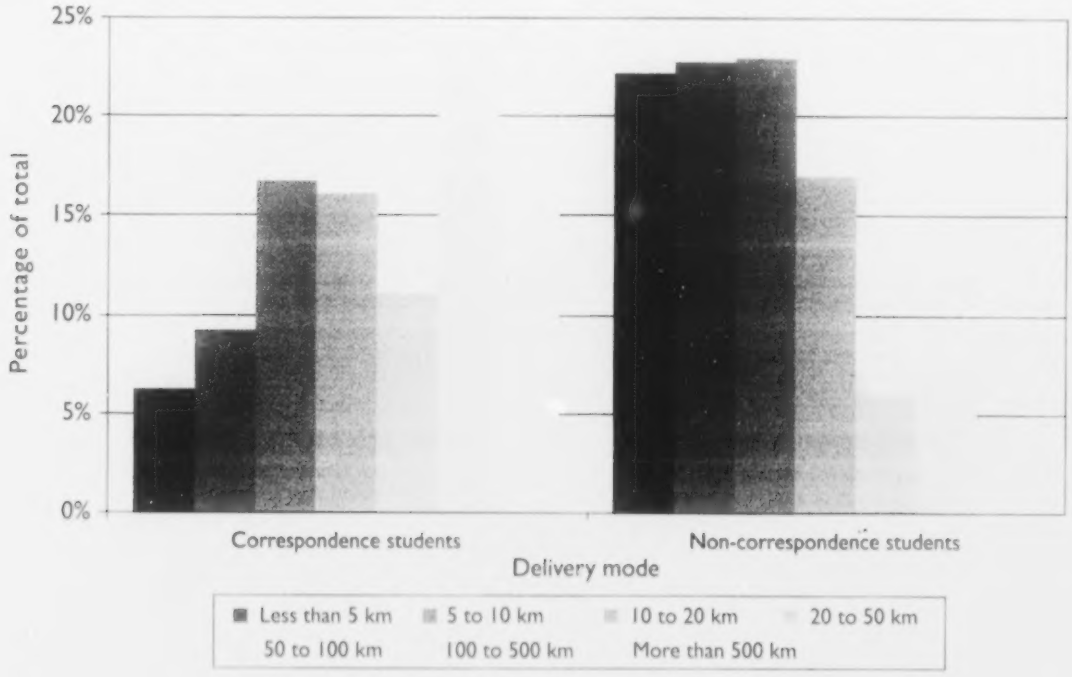


The distance patterns for students undertaking vocational education and training by correspondence and by attendance, are presented in Figure 12.

- 44.4% of the students undertaking vocational education and training only by correspondence live more than 100 kilometres from their training provider, in contrast to 9.3% for students who do not undertake any of their studies by correspondence.
- Even greater distances are involved for some students, with 20.4% of correspondence-only students living more than 500 kilometres from their training provider, in contrast to 2.3% for students who do not study by correspondence.
- However, study by correspondence is not confined to students who live a great distance from their training provider. For example, 28.7% of correspondence-only students lived within 20 kilometres of their training provider, with a further 26.8% living 20 to 100 kilometres from their training provider.

21

Figure 12: Participation of 1997 VET students by commuter distance and delivery mode



Courses undertaken by correspondence

- Correspondence students were about three times more likely to be enrolled in health and community services courses and about four times less likely to be enrolled in art, humanities and social sciences courses (figure 13) than non-correspondence students.

The five most popular courses in *non-correspondence* (attendance) delivery mode were:

- Business, administration and economics, with 19.6% of enrolments and 19.0% of annual hours
- VET multi-field education, with 19.3% of enrolments and 17.3% of annual hours
- Engineering and surveying, with 14.2% of enrolments and 17.1% of annual hours
- Services, hospitality and transportation, with 10.5% of enrolments and 12.5% of annual hours
- Art, humanities and social sciences, with 7.7% of enrolments and 8.4% of annual hours

In *correspondence* delivery mode the five most popular fields of study were:

- Business, administration and economics, with 31.2% of enrolments and 29.0% of annual hours
- Health and community services, with 24.0% of enrolments and 17.3% of annual hours
- VET multi-field education, with 10.1% of enrolments and 19.7% of annual hours
- Engineering and surveying, with 8.5% of enrolments and 9.2% of annual hours
- Land and marine resources, and animal husbandry, with 6.5% of enrolments and 6.9% of annual hours

- In table 5, correspondence course enrolments by field of study and gender are shown. Students enrolled in veterinary science and animal care; art, humanities and social sciences; and health and community services courses were more likely to be female (with female proportions of 92.6%, 73.6% and 67.9%, respectively), while engineering and surveying; architecture and building; and land and marine resources and animal husbandry courses were predominantly taken up by male participants (with male proportions of 89.1%, 85.2% and 65.6%, respectively).

22

Figure 13: Course enrolments by field of study and delivery mode

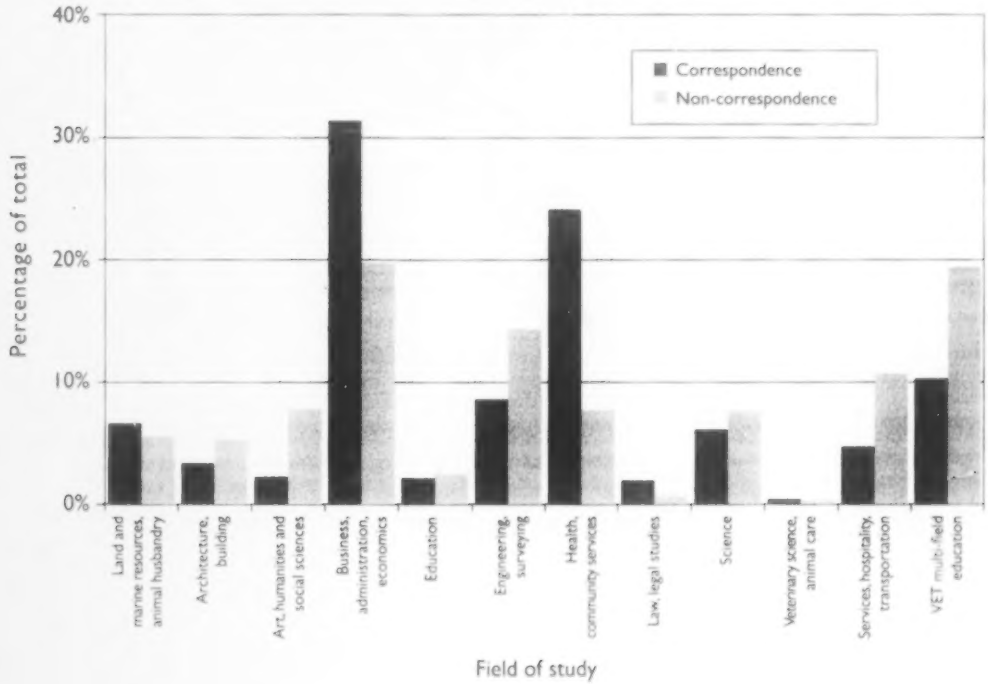


Table 5: Correspondence course enrolments by field of study and gender

Field of Study	Females	Males	Enrolments	Enrolments ('000)
Land and marine resources, animal husbandry	34.4%	65.6%	100%	**6.0**
Architecture, building	14.8%	85.2%	100%	**3.0**
Art, humanities and social sciences	73.6%	26.4%	100%	**1.9**
Business, administration, economics	61.5%	38.5%	100%	**29.0**
Education	51.7%	48.3%	100%	**1.8**
Engineering, surveying	10.9%	89.1%	100%	**7.9**
Health, community services	67.9%	32.1%	100%	**22.3**
Law, legal studies	42.6%	57.4%	100%	**1.6**
Science	36.8%	63.2%	100%	**5.6**
Veterinary science, animal care	92.6%	7.4%	100%	**0.3**
Services, hospitality, transportation	49.1%	50.9%	100%	**4.3**
VET multi-field education	58.0%	42.0%	100%	**9.4**
Total	**52.9%**	**47.1%**	**100%**	**93.1**

Modules undertaken by correspondence

- Correspondence students were about three times more likely to be enrolled in health sciences modules and more than four times less likely to be enrolled in hospitality, tourism and personal services modules (see figure 14) than non-correspondence students.
- While in all other States/Territories, administration/business/economics/law modules were most popular with correspondence students, in Queensland, health services modules with 52.5% of all correspondence enrolments were by far the most popular.

The five most popular modules in non-correspondence delivery mode were:

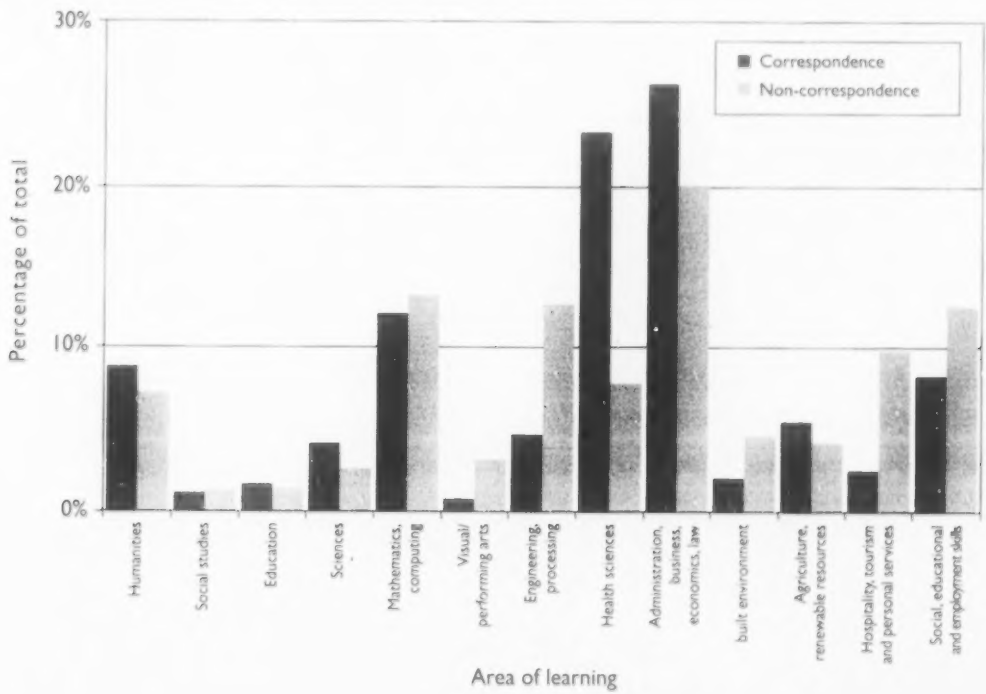
- Administration, business, economics and law, with 20.0% of enrolments and 17.6% of annual hours
- Mathematics and computing, with 13.2% of enrolments and 10.4% of annual hours
- Engineering and processing, with 12.7% of enrolments and 14.8% of annual hours
- Social, educational and employment skills, with 12.5% of enrolments and 15.7% of annual hours
- Hospitality, tourism and personal services, with 9.8% of enrolments and 7.5% of annual hours

In correspondence delivery mode the five most popular modules were:

- Administration, business, economics and law, with 26.2% of enrolments and 27.4% of annual hours
- Health sciences, with 23.2% of enrolments and 11.3% of annual hours
- Mathematics and computing, with 12.1% of enrolments and 11.2% of annual hours
- Humanities with 8.7% of enrolments and 12.2% of annual hours
- Social, educational and employment skills with 8.2% of enrolments and 9.0% of annual hours

- Table 6 shows the enrolments of correspondence students in modules by area of learning and gender. Female participation dominated in social studies (with 72.6% females and 27.4% males); education (with 68.7% females and 31.3% males); social, education and employment skills (with 66.8% females and 33.2% males); and visual/performing arts modules (with 64.7% females and 35.3% males). Male participation dominated in the areas of engineering and processing (with 90.1% males and 9.9% females); built environment (with 84.7% males and 15.3% females); and agriculture and renewable resources (with 64.7% males, 35.3% females).

Figure 14: Module enrolments by area of learning and delivery mode



24

Table 6: Correspondence module enrolments by area of learning and gender

Area of learning	Females	Males	Enrolments (%)	Enrolments ('000)
Humanities	59.1%	40.9%	100%	**30.6**
Social studies	72.6%	27.4%	100%	**3.4**
Education	68.7%	31.3%	100%	**5.5**
Sciences	43.4%	56.6%	100%	**14.2**
Mathematics, computing	55.2%	44.8%	100%	**42.4**
Visual/performing arts	64.7%	35.3%	100%	**2.2**
Engineering, processing	9.9%	90.1%	100%	**16.0**
Health sciences	55.5%	44.5%	100%	**81.5**
Administration, business, economics, law	60.7%	39.3%	100%	**91.9**
Built environment	15.3%	84.7%	100%	**7.0**
Agriculture, renewable resources	35.3%	64.7%	100%	**19.1**
Hospitality, tourism and personal services	52.7%	47.3%	100%	**8.4**
Social, educational and employment skills	66.8%	33.2%	100%	**29.0**
Total	54.0%	46.0%	100%	351.3

What is 'area of learning'?

Area of learning is a classification which describes the primary content of a module (subject) independently of the course in which it is undertaken. For example, numeracy modules undertaken as part of metals engineering trade courses, or as part of bookkeeping and accounting courses, would both be classified under the *mathematics and computing* area of learning.

BEST COPY AVAILABLE

APPENDICES

Commuting day in and day out: Hours spent on Australia's roads, railways and in the air

Commuting is an activity which has considerable economic impact. In 1997, Australian VET students managed a total of about 162 million kilometres just to get to and return from their training providers once – multiple travels not even taken into account. This huge travel effort translates into millions of dollars for patrol, public transportation, parking fees etc, money which was purely spent on the bridging of distances between home and training location. To further underline the efforts of students we would like to present in the following a conservative estimate of the millions of hours VET students had to spend in 1997 while commuting.

Given the distance to a training provider we can calculate a one-time one-way commuter time for each non-correspondence student if we make some assumption about the individual's travel speed. Since speed depends on the means of transport, traffic density, interruption of traffic and others we assume that the average travel speed depends on the commuter distance: If travelling less than 20 kilometres we expect students to walk or use a car, bus, tram or similar means of transport and to average about 40 kilometres per hour (kph), which means that 20 kilometres can be managed within half an hour, an assumption that hardly can be met in the capital cities of Sydney and Melbourne or their suburbs where a major part of the 1997 VET students lived. For distances between 20 kilometres and 50 kilometres we assume a travel speed of 50kph (which equals the average speed in the case of uninterruptedly driving at 60kph for five minutes and stopping in front of traffic lights, at street crossings etc for only one minute); for distances between 50 kilometres and 100 kilometres, a speed of 90kph; between 100 kilometres and 500 kilometres a speed of 110kph; and for distances larger than 500 kilometres we assume the travel speed of a domestic flight, which is about 870kph.

However, to arrive at a fair estimate for the total one-time one-way commuter time we should add an 'offset' time for walking to and from the parked car, the bus or tram stop, for searching for parking, for having a short rest during a long travel, or for getting to and returning from the airport. We expect that people who travel less than 100 kilometres need at least an average of 0.1 hours (ie. just six minutes) for walking, parking or similar, students travelling between 100 kilometres and 500 kilometres probably add an average resting period of another 0.25 hours (15 minutes). Students, whom we expect to use an aeroplane to overcome distances of more than 500 kilometres, we assume to require an offset time of about 1.5 hours to be transported to and from the airport, to check in, to wait at the baggage claim etc.

- **Under these assumptions the one-time one-way commuter time spent in the 1997 VET sector amounts to 840 000 hours.**

To estimate the commuter frequency we use the information available on the 1997 annual vocational training and education hours. We assume that students who live less than 100 kilometres away from their training providers travel daily, or, actually, travel once for every four training hours they take on. Students farther away than 100 kilometres commute fortnightly, ie. travel once for every 60 training hours they are enrolled in.

- **This model calculation results in a conservative estimate of 57.3 million hours which all 1997 non-correspondence students have spent for commuting.**

Compared with the 291.5 million non-correspondence training hours, this number translates into an effort of about twelve commuter minutes for each VET hour in 1997. The total annual VET commuter time, if not spent for walking and/or sitting in cars, buses, trains, trams and aeroplanes but instead spent productively in the labour force, corresponds to one year of work by more than 30 000 employees.

Calculating commuter distances: A technical note

The standard under which vocational education and training data are collected (AVETMISS, the Australian Vocational Education and Training Management Information and Statistical Standard) does not as yet require detailed information on either the residence location of students or the training provider location. The only accessible information is the postcodes of the students' home addresses and of the training providers with which they are enrolled.

The commuter distances reported in this publication are calculated by assigning a unique population weighted centroid (and a population weighted average deviation ["diameter"] from this centroid) to each postcode for which there exists a postal area (POA) counterpart in the POA classification scheme by the Australian Bureau of Statistics (ABS). The population weighting has been based on the 1996 census data, collected by the ABS. For postcodes not covered in the POA scheme we have taken the geographic centroid as supplied by the Australian Surveying and Land Information Group (AUSLIG).

Given these postcode centroids, 'crows flight distances' between postcodes have been calculated using the geographic analysis tools of the desktop mapping software MapInfo. The distance between two postcodes has been defined as the length of the geodetic line between the two postcodes plus the diameter of the student's home postcode area.

Corrections to these calculated distances have been made where huge discrepancies between 'crows flight' and travel distances were expected, for instance, in the areas around Sydney Harbour or around Port Phillip Bay in Victoria.

The limitations of the available data and the calculational methods used to identify the distance between an individual's place of residence and their place of training do not allow for the determination of an accurate number but only for a reasonable estimate. However, NCVER believes that the distances calculated using the postcode centroid method provide an accurate surrogate for the actual distances when averaged across a large number of students.

Scope

The figures reported in this publication are derived from the national collection of VET provider data, and relate to VET programs which are funded wholly or in part from public funds allocated for VET.

In accordance with the National VET Statistical Information Program, some exclusions are made to ensure consistency and comparability in reporting. The exclusions are:

- Activity in recreation, leisure and personal enrichment programs ('stream 1000') which is reported in a separate publication
- VET provider campuses which are located outside Australia
- Fee-for-service delivery by private providers

Technical and explanatory notes

Age

Students ages for the 1997 collection are calculated as the difference in years between June 30, 1997, and the student's date of birth.

Annual hours

Annual hours are a measure of total delivery. They are based on the standard curriculum hours for each module (subject) when the training is undertaken in standard, supervised delivery mode, although some students undertake modules in self-paced learning, flexible delivery or distance-learning (correspondence) modes.

Area of learning

A category used to describe the primary content of a module (subject) independent of the context in which it may be taught.

Course

A structured sequence of vocational education and training that leads to the acquisition of identified competencies and which, if submitted for accreditation, would lead to a qualification.

Delivery Strategy

A classification that describes the approach adopted to deliver the material in a module (subject). In the present publication we distinguish between external (correspondence) delivery which includes standard correspondence learning, and attendance (non-correspondence) delivery which mainly includes teacher-directed delivery in a local classroom situation or by some other form of communication system, scheduled and unscheduled self-paced learning, and workplace delivery.

Enrolment

The registration of a student at a training provider location for the purpose of undertaking a course or module (subject). The enrolment is considered valid only if all fee obligations have been met and the student has attended at least one lesson or submitted at least one unit of work.

Field of study

A classification of courses based on the similarity in terms of the vocational field of specialisation or the principal subject matter of the course.

Geographic region

A classification developed to provide geographic information about VET students.

Module (subject)

A unit of training in which a student may enrol and be formally assessed.

Stream of study

A classification that describes a course according to its level of vocational outcome.

Stream of study grouping

The stream of study grouping classification has been formed by grouping various Stream of Study classifications into five categories:

- Recreational (Stream 1000)
- Preparatory (Streams 2100, 2200)
- Operative (Streams 3100, 4100)
- Trades/Skilled (Streams 3211, 3212, 3221, 3222, 3300, 4200, 4300)
- Professional/Paraprofessional (Streams 3400, 3500, 3600, 4400, 4500)

It is important to note that the groupings used in this report are based on stream of study classifications. These groupings differ from those in the activity tables used for national planning purposes which are based on the occupational (ASCO code) intent of the course. This means that even though the names of the groupings are similar, the activity assigned to them is quite different.

TAFE

Technical and Further Education.

VET

Vocational Education and Training.

28

Australian Vocational Education and Training 1997: Commuter Distances– An Overview, provides detailed information about the distance between where VET students live and where they undertake their training.

Students who commute

- The median distance between a student's place of residence and place of training is estimated at 11.6 kilometres, but the distances travelled span a very wide range.
- A majority of students (67.7%) undertook their training with a training provider located less than 20 kilometres from their place of residence.
- An estimated 9.4% of the students lived more than 100 kilometres from their place of training, with 2.3% living more than 500 kilometres distant.
- Students who travelled longer distances to undertake their training tended to enrol in fewer hours in the year.
- In each of the four major geographic locations – capital city, other metropolitan, rural and remote – about 20% of the vocational education and training students live within five kilometres of their training provider.
- As expected, the need to travel long distances to undertake training was greater for students in rural and remote areas of Australia.
- Males travelled further for their training provision than females. The median commuter distance travelled by male students (13.4 kilometres) is approximately one-third greater than the median distance commuted by females (10.1 kilometres).
- Overall, age and commuter behaviour do not seem to be correlated.
- It is found that commuter distance patterns vary according to the stream and field of study of the course (or courses) undertaken. In particular, students undertaking pre-vocational, preparatory and VET multi-field education courses, who are more likely to be young people, lived closer to their training provider than students undertaking other courses.

Students who learn by correspondence

- In 1997, 85 800 or 5.9% of the 1.46 million VET students learned by correspondence. 22 700 or 26.4% of these correspondence students were also enrolled in subjects delivered in a non-correspondence delivery mode.
- In particular students from the rural and remote areas of Australia took advantage of the possibility to study by correspondence.
- Correspondence students were more likely to be female (53.3%) and have some form of prior education (52.5%).
- On average, correspondence students were older than non-correspondence students.

1997 TAFE graduates

- 7.2% of the respondents to the 1998 survey of 1997 TAFE graduates reported they had left home to undertake the course which they completed in 1997. These students had elected not to commute or study by correspondence.
- Of these graduates, more than two-thirds stated that the reason for moving to do the course was either that the local TAFE institute did not offer the course (46.4%), that they were unable to get a place at the local TAFE institute (18.2%), or that the course was not available through distance learning (2.6%).
- Apprentices and trainees were almost twice as likely to leave home to undertake their course than other TAFE graduates.

ISBN 0 87397 543 X

NCVER

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD
A.C.N. 007 967 311

BEST COPY AVAILABLE